DOCUMENT RESUME

ED 084 955 HE 004 830

TITLE	Consultation: A Process for Continuous Institutional Renewal.
INSTITUTION	Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS AGENCY	National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.
PUB DATE	Sep 72
NOTE	26p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Environment; *Consultation Programs; *Educational Change; *Higher Education; *Institutional Role; Mental Health Programs; Models; Student Welfare

ABSTRACT

This report discusses consultation as a process of assessment, defining, implementing, and evaluating. Within the context of institutional change, these steps are useful in viewing the policies and procedures that make up the institution's functional environment, the institution's social environment, and the institution's physical environment. These steps are interrelated in a presentation of a Consultation Design for Mental Health Services. In a series of scenarios, the report illustrates the use of the consultation design model for interventions at the individual, group, institutional, and community levels. It also becomes apparent in the scenarios that the model can speak to modes of prevention, remediation, or enhancement of conditions within the institution that affect its members' educational and life goals. For related documents concerning mental health on campus, see HE 004 815, HE 004 816, HE 004 827, HE 004 828, and HE 004 829. (Author)

ED 084955

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Consultation: A Process for Continuous Institutional Renewal

HE004830

western interstate commission for higher education

FILMED FROM BEST AVAILABLE COPY

Consultation: A Process for Continuous Institutional Renewal

This report was prepared by the *MENTAL HEALTH CONSULTATION ON THE CAMPUS TASK FORCE* of the WICHE program, Improving Mental Health Services on Western Campuses, funded by a grant (MH 12419-01) from the National Institute of Mental Health, Experimental and Special Training Branch.

Task Force Members

Joseph L. Krofcheck, M.D., Chairman
Clinical Director, Resthaven Community
Mental Health Center
Los Angeles, California

Dr. Peter D. Abrahams
Faculty Member
Common College
Woodside, California

Dr. Philip S. Ambrose
Vice President Student Affairs
New Mexico State University

Charles Erickson
Health Program Systems Center
Indian Health Service, HEW
Tucson, Arizona

John W. Everitt
Student
University of Colorado

Dr. Robert H. Fenner
Associate Director
University Counseling Center
University of Washington

William G. Fowler
Attorney-at-law
Salt Lake City, Utah

Arturo Franco
Dean of EOP
California State College
at Fullerton

Guy Greene, Professor
Landscape Architecture
University of Arizona

Noel H. Morrell, M.D.
Clinical Instructor
Department of Child Psychiatry
Stanford University

Dr. Nina Westcott
Associate Professor
College of Education
University of Hawaii

Western Interstate Commission for Higher Education
An Equal Opportunity Employer
P. O. Drawer P
Boulder, Colorado 80302

September 1972

FOREWORD

The WICHE program Improving Mental Health Services on Western Campuses was designed to focus on the very complex human concerns evolving from the current state of higher education. The program, in its study of these problems, has convened task forces deliberately comprised of representative members from the university community and from the larger community. The task force design was used not only to facilitate an exchange of ideas, but also to explore applications of the community model as a means for resolving campus problems.

The Mental Health Services and the Changing University Community Task Force's report, *Quality of Educational Life, Priorities for Today*, discussed how life on campus has been affected by changes in society and changes in the university's role. These changes have placed new demands upon the higher education system. But dynamics within the system have grown inflexible and dehumanizing as a result of system priorities--stability, predictability, and maintenance. These priorities set in motion dynamics which compel campus members to conform to system needs. Human concerns that would dictate that the system grow and change in conformity with campus needs are suppressed. The quality of educational life suffers as a result. Problems proliferate as pressures build between system demands and human needs. A sense of purpose is eroded. Dissatisfactions among campus members are high. Crises or conflicts erupt easily.

The Mental Health Consultation on the Campus Task Force, with its diverse composition of backgrounds, campus roles, and interests, began its efforts with the goal of building a new concept of mental health consultation as a process for change in higher education. While the task force was aware of the previous volumes of work in the field of mental health consultation, and were cognizant of traditional consultate typologies, they chose to strive for a more comprehensive model that would speak to the diverse concerns and needs of today's institutions.

Their final report, *Consultation: A Process for Continuous Institutional Renewal* discusses consultation as a process of assessment, defining, implementing, and evaluating. Within the context of institutional change, these steps are useful in viewing the policies and procedures which make up the institution's functional environment, the institution's social environment, and the institution's physical environment. These steps are interrelated by the task force in their presentation of a Consultation Design for Mental Health Services. In a series of scenarios, the report illustrates the use of the consultation design model for interventions at the individual, group, institutional, and community levels. It also becomes apparent in the scenarios that the model can speak to modes of prevention, remediation, or enhancement of conditions within the

institution that affect its members' educational and life goals.

I wish to express my appreciation to the task force for their participation and contributions to the program. The task force meetings, with their frank and honest exchange of ideas were, I believe, a valuable learning experience for us all. I would also like to express my thanks to the program's Staff Associate, Lu Anne Aulepp, who assisted with task force meetings and in the assembling of the final report. Valuable assistance was given by our Program Secretaries, Linda Martin, who made task force meeting arrangements, and Carol Francis, who prepared the report manuscript for publication.

James H. Banning, Ph.D., Director
Improving Mental Health Services on Western Campuses

Consultation: A Process for Continuous Institutional Renewal

Consultation: A Process for
Continuous Institutional Renewal

Radical cultural change, mass education, and technology have shattered the homogeneity of educational and life goals which once served the higher education system. The program's first task force, Mental Health Services and the Changing University Community, asks:

> Where are the offices of personnel that can help the system adjust, help it to grow, communicate, participate, determine and fulfill its objectives, or facilitate its relationships with the different segments of campus and society? Where is a cadre of people who can help the system respond to its changing environment and student body?

Campus administrators are the first resource the system must call upon to help it respond to its changing environment and student body. Administrators are well aware that their traditional responsibilities of budget, staff, planning, and program implementation are increasingly complicated by the social, political, cultural, and economic concerns on and off campus. More and more campus administrators find that they must act as facilitators and coordinators. They find that they must be able to recognize and generate the support of various groups, including students, faculty, board, off-campus community, alumni, and state administration. In order to meet the changing demands upon their role, administrators need a new set of tools and skills to help assess needs and to help them in the design, implementation, and evaluation of programs.

A consultative process, whether the administrator is consultant or consultee, can provide a valuable set of tools and skills to facilitate change. The process can be used at many levels--individual, group, institutional, or community. It can be used to prevent, remediate, or enhance conditions within the system that affect its members' educational and life goals.

By its nature, the consultative process gives careful attention to definition. What is said at first to be the problem may not in reality be the problem. What is believed to be the issue may not in reality be the issue. Thus the consultative process assesses a given problem in context with its environment and all its contributing components. The resulting clarification makes it possible, then, to design a course of action and identify the resources needed to carry out the design. Often multiple approaches can be identified so that change no longer remains the responsibility of a single administrator but is rather the re-

sponsibility of many within the system, working in collaboration at various levels.

Evaluation of actions taken as a result of consultation is another crucial aspect of the consultative process. This enables the course of action to be refined or altered in accord with its interactions with the system, environment, and people. The evaluation becomes at once the terminal step in a program and the first step in an ongoing process of renewal to set and meet goals, drop courses of action which are outlived, and establish new courses of action which are needed.

Assessment and Definition

Whether an administrator acts as consultant or obtains personnel from on-or off-campus to act as consultant, the process dictates that the aim of the consultation be thoroughly defined and assessed. As a result, the consultant's understanding of role and task will be clarified. The recipients' understanding of the consultant's ability to help will be clarified. The aim of the consultation will become clarified.

Any aim associated with the campus must be assessed and defined in relation to the functional environment, social environment, and physical environment. Campus policies and procedures comprise the functional environment. We recommend that an *institutional audit* be conducted of these policies and procedures. Such an audit would:

1. Identify policies--that stated and unstated goals--by interviewing members of governing boards, administrative personnel, faculty groups, student groups, and alumni groups. A survey of official memos, brochures, and organizational charts and charters must be done as well.

2. Analyze the information thus collected on policies for congruities and discrepancies with operational procedures that are used to carry out policies.

The social environment, which encompasses the interpersonal structuring within the campus community, can be audited by:

1. Identifying the campus's cultural and social diversities and resultant needs.

2. Analyze how policies and procedures enhance or impede various cultural and social needs.

The physical environment, the architectural design and ecology of the campus, presents a unique challenge to an audit process, for much has yet to be learned concerning design and architectural

influences upon human behavior. But it is precisely this lack of knowledge which makes attempts at an audit of the physical environment so important. If the consultative aim is to enhance learning, then it will be important to place the physical properties of classrooms under scrutiny. If the aim is to improve residence living, then the physical structure must be evaluated against the social and cultural needs of those living in the residence. If the aim is to improve student services, an important consideration should be a service's proximity to student traffic patterns. On a broader scale, issues need to be analyzed concerning the effect on campus members of administrative offices (usually collected in one grand building) that are separated from the life and work of the campus--or the effect of the usual separation between living and learning environments on campus.

A sample audit of the functional, social, and physical environment at a campus might follow this simple hypothetical pattern:

The aim of the consultation is to ease tensions between Chicanos and the administration. One item identified in the functional audit is the stated policy that campus residences are to be kept in good repair for the occupants' comfort. The procedure is to repaint residences every two years and prohibit occupants from painting or using nails on the walls. The social audit reveals that an important means of communication for students who define themselves as Chicanos is posting and writing messages on a wall central to activity patterns. Audit of the residence's physical properties shows no wall has been provided on which Chicanos may write and post messages. The audit has clarified one source of irritation between this group and the administration.

In this example, the general consultative aim, to ease tensions, has been assessed and can be redefined in view of a specific need. An institutional audit would similarly identify other specifics. Various courses of action that would ease tensions will become clear to consultant and consultee and the manner in which the consultant might assist in these courses of action will become better understood.

Program Design and Implementation

With the solid and demonstrable data gathered by an institutional audit, consultant and consultee are equipped to design programs, make recommendations, or solve problems. Just as consultation was instrumental in the securing of information to identify needs and clarify aims, it is instrumental in securing the response and participation needed to act upon the information. It can be used to communicate the results of an institutional audit to interested and affected constituencies. It can be used to solicit advice and assistance from the constituencies in creating programs, solving problems, or making recommendations. It can be used to obtain the

necessary support for any changes that these endeavors suggest.

In some cases a broad consultative effort with all segments of the university, with off-campus leadership, and with state legislators and administrators will be needed. In other cases, the consultative effort can be narrower in scope. In the hypothetical example, consultative efforts would be directed toward (1) making residence administrators aware of the discrepancy between stated policy and procedures, between keeping residences in good repair for their occupants' comfort and the Chicanos' need to have a message wall, and (2) contacting and obtaining the necessary participation of constituencies to develop alternatives that could resolve the dichotomy.

As participants work out programs, recommendations, or solutions, consultative efforts can be of assistance in establishing liaison among interested parties at all levels and focusing energies upon sound implementation. Through consultation, the communication lines are open to feedback. This serves as a monitor on how progress is being impeded or facilitated so the course of action can be adjusted accordingly. This also insures flexibility in methods and goals to preserve continued support from all constituencies.

In the sample audit, the participants--several Chicano residents, a resident advisor, and a representative from the physical plant director's office--decided minimal damage would be rendered if a large combination blackboard and bulletin board was attached to a wall. But the question arose: Which wall? The group of participants became embroiled in a hassle over this issue until the consultant suggested that the Chicano residents be polled to indicate their preferences in location and then put the choices to a vote of the entire residence hall. As a result the corridor wall just outside the cafeteria was chosen as the place to put the board. A purchase order was submitted. However, it was rejected because no provision had been made in the budget for such an item. The news spread quickly and all the members of the residence became upset. But the consultant moved quickly to apprise the budget office of the importance of the board, giving the office data gathered in the institutional audit and a memo from the physical plant office indicating that the board, the location, and the method of attachment were acceptable. The purchase order was promptly processed.

Program Evaluation

To determine whether the aims that have been assessed and defined and the resulting courses of action have met their goals, evaluations must be incorporated into the process. Evaluations should be conducted over time and by a team of interested and affected constituents as well as neutral observers who can act as "fair witnesses."

Regularly scheduled institutional audits provide an excellent means of understanding the impact individual programs, solutions, or recommendations have had on campus as a whole. This will indicate if there is continuing need for them or if entirely new and different approaches should be devised. Evaluation schemes also need to be part of each individual course of action to insure that original goals are being met or to generate new ideas that will better meet the goals. Through such evaluation efforts, the campus administrator will be able to keep the system adjusting, responding, and growing as new situations develop. The administrator will be able to foresee needed changes and prepare for them.

In the sample audit, an evaluation at the end of the semester was made on the successes and failures of actions to ease tensions between the administration and the Chicano members of campus. Some courses of action had been successful, others had failed; but as a result of the evaluation new approaches were suggested. At the residence hall the participant committee had incorporated several evaluation methods in their program. Usage of the message wall was noted each month. Results showed it was popular and always filled with notices. It also had provided a good outlet for gripes and suggestions about things in the residence.

A brief survey among residents showed that the Chicanos found the wall useful and wanted it continued. Others wanted a general bulletin board and suggested that it be attached on the wall that placed second in the location election. A request for the student residence committee's evaluation of the board showed they had found it a valuable source of information in setting residence meeting agendas because the board communicated complaints and suggestions that had otherwise gone unattended. A similar request for evaluation from the physical plant office indicated a reduced incidence of marred walls in the residence after the board was installed.

As evaluation data were collected, assessed, and distributed, new ideas were generated. One suggestion was that user committees be formed for residence halls so that each new group of occupants could identify and negotiate changes that would meet their needs. The school was about to start a new complex of residences. The bulletin board experience had made several administrators feel that a survey of occupant needs should be part of the planning stage for the complex's design. As the idea took hold, more suggestions became apparent. Some people began investigating the standard contract to see how it could be adjusted to incorporate a user's survey as input for the architectural design and how the design could be subsequently evaluated. As more people on campus became aware of the issues, members of the psychology and architecture departments collaborated on plans to study the interaction of residence design and environment upon students.

From one consultative effort there emerged an increasing system response, adjustment, and growth. In fact it became apparent on

the campus that there was need for an office that would spend full time on institutional audits and other devices which would provide the system with sensors. The office would use on- and off-campus resource people as consultants to facilitate institutional research and growth.

Consultation Design for Mental Health Services

The need to plan physical environments and institutional systems which will support a quality of educational life on campus directs mental health facilities to invest considerable time identifying and assessing dysfunctional conditions on campus and planning programmatic solutions. The use of consultative techniques lends itself well to broadening the area of concern beyond traditional one-to-one direct service.

Individually felt problems that are presented at mental health facilities could be assessed through the consultative process in relation to the functional, social, and physical environments on campus. Consultation would permit the facilities to develop mechanisms that would help the system in sensing and detecting conditions which enhance or inhibit well-being on campus. Thus, through consultative efforts, the service would collect and assess needed information and act upon the information in designing campus programs and setting up evaluations for these programs. As the schematic representation on the opposite page depicts, the consultative process provides a circuit around which information flows to continuously update system response to mental health needs.

The initial step in the diagram recognizes that any mental health problem on campus must first be felt or *sensed* by an individual or a group. Mental health facilities need to develop sensors that will detect needs. In many instances, the sensor will be an individual. Paraprofessionals working in programs out and around on the campus are generally excellent sensors of concerns and conditions that affect life on campus. Students visiting facilities provide important sensory input. Campus publications and ad hoc activities also serve as sensors for the *detection of needs*. There are a multitude of people and events which serve as sensors. It is important for the consultative process to use information consciously to detect needs and identify trends while individuals, groups, institution, and community interact.

Closely related to need detection is understanding the nature of the need. A *characterization of information* becomes the second step in the design. To do this, a formal follow-up on indicator or epidemiological data gathered by sensors is required. Through consultation, services can follow up on the sensory data and determine specific issues involved in the detected need or trend. The specific issues may reveal either deficits in need of treatment or conditions that will promote growth and development if enhanced.

Whether *treatment* or *enhancement* seems most appropriate to the specific issues, the issues will have to be diagnosed for their possible sources and underlying causes. Consultation can be used to elicit information for *diagnosis*. By this time, consultative efforts have cultivated an awareness, participation, and support throughout wide segments of the campus, which is necessary for the development of a *plan of action* and its *implementation*.

The last step in the consultation design is establishing *evaluation* methods suitable for a given plan of action which will demonstrate how well the plan has met the original detected need. The first requirement is to have clearly identified, stated, and attainable goals which can be evaluated. Program goals will have to be spelled out in terms of specific objectives that support the larger end. It is important to be able to measure individual objectives and the degree to which they relate to successful and unsuccessful goal implementation. Evaluation designs need to be thought through in terms of campus priorities as well as research objectives. Explorations with evaluation procedures should be made, preferably as dry runs in a natural setting. Such prior test runs should prove rewarding, since not all evaluative techniques are applicable to a given setting or qualitative study.

How questions are formulated and asking the right questions of the right people are crucial parts of the evaluation design. Questions should be answerable, of interest to the campus power structure as well as participants in the program, and relevant, so that answers can make a contribution to the extension of knowledge. Careful attention must also be given to who asks the questions. In evaluating a program with ethnic participation, for example, it is mandatory that interviewers and questions have validity to the interviewees.

The data measured must be relevant to the program's individual objectives and overall goals. Findings must be based on technically satisfactory indicators that are not either so broad as to be meaningless or capable of manipulation to prove anything. Various methods, including objective measurement, open-ended questions, individual or group administration, mailed responses, and judgments of those in a position to know, must all be looked at carefully.

Any evaluation scheme should incorporate input based on the sensors' reactions. This source of information should show most directly how successfully the plan is fulfilling the need, and what side effects, good and bad, the plan might be having upon the campus as a whole. As the new sensory data are fed into the design, the process will become regenerative.

The final step in evaluation is the dissemination of results. Attention should be given to rapid feedback. This can take the form of inexpensively duplicated reports or, if findings warrant it, press releases. A symposium or a workshop is another effective means of presenting the information. Whichever methods are used,

it is important to apprise colleagues, faculty, staff, administration, and students of the results of the program's evaluation.

The consultation design described contains several concepts:

- The mental health professional must be actively involved in seeking out problems, issues, and trends which affect the state of well-being and quality of life on campus.

- The mental health professional must assume responsibility for initiating some action responsive to these problems, issues, and trends.

- Enhancement as well as treatment must be seen as a valid and necessary mental health activity.

- Programmatic responses to specific problems must be explored and used whenever possible.

To function optimally the consultation design will need:

- Time for channels of communication and confidence to be established. It may be expected that many will be impatient with formal efforts, demanding immediate rectification of current problems.

- Money for development, implementation, and evaluation of programs.

- In-service training for the development of new skills or recombination of old skills in new ways to implement each function of the design.

- Access to administration and support from administration for the design to foster constant change and adjustment within the higher education system. The design may be seen as an instrument for feeding back information to the system relative to its growth and development. In this regard, the design complements the efforts of campus administrators.

The consultation design is suggested as an effective way mental health services can assist the higher education system to adjust and change with the shifting mental health needs of the campus. As the design is used, it may well provide a model on campus for a center which will become an institutionalized positive change agent based on campus needs. Such a center would give campus administrators the reservoir of resources they need in their consultative efforts. Mental health services could both deposit and withdraw center resources for the resolution of campus problems.

Using the Consultation Design

The consultation design can be used in a variety of ways. It can be used to prevent, remediate, or enhance campus conditions that affect the educational and life goals of campus members. The design can be used to address these conditions on an individual, group, institutional, or community basis. To illustrate the design's versatility, three task force members created the following set of scenarios.

A PREGNANT PARABLE

Abe is a counseling center director. Today he is a bit ruffled. He has just received two disturbing phone calls. The first call was from a father of one of the center's clients. The father had just learned that his daughter was pregnant, was understandably upset, and inclined to scapegoat the university. Aside from the need for an emotional catharsis he wanted some reassurance. Abe was able to reassure him that his daughter would receive excellent counseling.

The second call came from the vice-president of student affairs. He had just received a phone call from a student's mother. She had been near irrationality with her concern over her daughter's pregnancy.

Abe and the VP discussed their respective calls from the parents. Finally, Abe told the VP not to worry, that the center would help Jane Smith. A momentary pause ensued. Up until that point the two men thought they had been talking about the same woman. "But the student I'm talking about" said the VP, "is Jan Smith." A long and pensive pause transpired. The two men discussed the situation further and agreed that the incidence of unwanted pregnancies on campus deserved looking into.

Just before the two calls, Abe had been reading a WICHE publication about a consultation design model--one of a truckload of papers to cross his desk weekly. The model had emphasized the use of sensors to detect needs on campus deserving the attention of mental health professionals. Abe decided to give the model a try and began contacting other people on campus who would give him information regarding the incidence of unwanted pregnancies. He learned the following from his sensors:

Psychological clinic: One pregnancy (not notable).

Abe's staff: Four pregnancies, including Jane Smith (more than Abe had suspected), plus three clients who had mentioned having pregnant roommates.

Psychiatric clinic: Eight pregnancies (more than usual).

Planned Parenthood: "Yes, it is a problem on the increase. However, the V.D. problem is epidemic. Have you people thought about a push on sex education? Sometime I'd like to talk with you . . ."

Dormitory advising: "It's not a problem for us. We practically have our own train which goes over the state line where a legal abortion can be had without incident. Yes, it takes some manipulating. Yes, there is a high incidence as compared to the past; that's what I meant when I said we practically have our own train. Yes, I'm sure some of the women would be willing to talk to you."

Abe wondered how long the separate agencies on the campus would have continued the isolated, traditional treatment of separate cases had it not been for the two phone calls--and the consultation model. He found himself grumbling, "Someone or someplace should serve as a nerve center to pick up the needs of this campus."

It did seem clear to Abe that the information he had gathered from his sensors indicated a trend. He consulted with his staff to determine the more usual causes being encountered in unwanted pregnancies among students:

1. There are those women whose close, warm relations with their fathers were abruptly broken, and even changed into a caustic, bitter relationship. Experience had shown that this often happened at puberty as a result of the father's unwitting way of handling reverse oedipal feelings. To compensate, these women sometimes attempt to offset their father's rejection by being promiscuous.

2. There are those students with a schizoid adjustment who fasten rigidly onto sexual relationships as the chief way to maintain interpersonal contacts and to gather some feelings of worth.

3. There are some women who have no objection to sex but who find that taking precautionary measures makes them feel cheap. If they take precautionary measures they don't respect themselves.

4. Many have been caught up in the new mores developing among the youth, whereby males increasingly relinquish the responsibility of contraceptive precaution. Too often the women go along without taking precautions themselves.

5. Before the advent of the pill, many used the fear of pregnancy to avoid revealing fear and inhibition about sex. Now, with no rationalization to veil their fears, some students plunge rather than being embarrassed by showing their sexual fears.

6. For some, the pregnancy is an unconscious expression of repressed feelings, a notable one being an expression of rebellion against parents and/or society.

Later, returning to the consultation model, Abe pondered, "I guess the staff and I have been characterizing the problem--I'd prefer to call it conceptualizing, but no matter. I need to talk directly with some students. They are sensors which are too often overlooked. Let's see, now, we have identified two broad aspects of the problem. One, the psychodynamic or psychological causes, and two, the dramatic new mores emerging from the changing lifestyles. Then, there's the interaction of the two. This seems to constitute a reasonable diagnosis of the problem.

"Now, what about a plan of action? I find myself wanting to affect the social mileu in such a way as to have an impact before pregnancy instead of after the fact. Two practical questions: how can we reach thousands of students, and how can we do so in a way that will have genuine impact and influence?"

To answer his questions, Abe decided to arrange a meeting with interested people from all of the agencies which served as his sensors as well as with students who have knowledge of the plight of unwanted pregnancy. At the meeting an inordinate amount of time was spent in frustrating arguments concerning what constitutes treatment and what constitutes enhancement. Nevertheless, everyone was pretty much agreed on a goal. They wanted to increase the level of awareness throughout the student population regarding the issue of pregnancy, and they wanted to educate the students in the psychology of unwanted pregnancy as well as outlining just how some features of the emerging new mores can lead to unwanted pregnancy.

The group found it difficult to think of a way to both capture student attention and educate them. Finally, something which had initially been offered as a whimsical suggestion was refined and adopted as the plan of action. In order to catch the students' attention and interest, the counseling center would sponsor a contest through the school newspaper. It would be introduced with an article discussing some of the parameters of the problem. The best solution to unwanted pregnancy would be published weekly. Parody and humor would be welcomed, and both students and faculty would be invited to enter the contest. The weekly prize in the "Pregnant Contest" would be a baby bottle, and the grand prize, a used baby carriage. Adjacent to the winning entry each week would be a serious article authored by faculty, staff, or students discussing the psychosocial factors involved in unwanted pregnancies. This would be the educational thrust of the plan. All in all the group believed this approach would succeed in getting students to read, think, and talk about unwanted pregnancies.

As was the case with most who participated in the meeting, Abe felt very good about the outcome. The consultation model had been a use-

ful tool. "It will be interesting to see if our plan of action works," thought Abe, and he made a note on his calendar to call the group together in a month, so that work on evaluation procedures could get underway.

--Robert Fenner

HELPING THE SYSTEM PREPARE

One day the vice-president of Central State, whom we'll call the consultee, walked into our office, and this conversation took place:

Consultee: We have just learned that State has accepted our proposal to increase our Chicano or Mexican-American (I never know what to call those people) student enrollment by 200. At present they only represent one percent of our student body. I'm really pleased, because that will increase the amount of federal funds that are available to the school. However, I'm also worried about the potential of these students to disrupt the campus, as they've done at other schools. If that were to happen, our legislature and alumni might frown on our budget requests. What can be done to make sure that they are integrated into our campus without any trouble? Their community representative, who found them for us, is demanding (and he gets pretty hot about it) that they be placed in the same dorm. I thought it would be better for all concerned if we spread them out throughout the dormitory system so they could better learn how to get along in this new kind of life.

Initial Need Defined: Consultee's presenting need is for control--no change in present status quo in spite of change from campus homogeneity to heterogeneity.

Consultant: How much time do you have to plan for an introduction of these new students to your campus?

Consultee: Well we're planning that they come in the day before our other freshmen arrive for Freshman Week. That gives us about four months.

Consultant: What do you hope to accomplish with that one extra day?

Consultee: Hopefully, we can process them through without embarrassment to them (some of their reading and writing skills are quite limited) and give them a chance to meet with their special dean, who we'll have hired by then.

Consultant: Has a Chicano been selected?

Consultee: No, we've just started looking, and we're not sure he will be a Chicano, since some of these people are just as militant as the students. We are considering a fellow who's worked with them in a special YMCA camp in San Antonio. He is an Anglo--as they like to call us.

Consultant: From speaking to their community representative, do you have any sense of why they are asking--

Consultee: You mean demanding.

Consultant: to live together or have a dean of their own?

Consultee: I really haven't spoken to him for any length of time, but it seems from what I've heard of his harangues to be the usual unacceptable separatist kind of rhetoric.

Consultant: Are there times when the representative seems easier to speak to and when he might provide some useful insights into some of the problems that you anticipate?

Consultee: To be honest, I really haven't given him a chance because his demands and his behavior, in other settings that I've heard about, turn me off. I guess it would be helpful to speak to him directly and try to find out more. He might even help me to identify who the troublemakers are in the group, so I can keep them apart.

Consultant: He could also tell you who the positive leaders are, who might serve as the best liaison to your office.

Consultee: Now that's a good idea! I can keep informed about what stuff they might be cooking up. It would also help them to feel that they're a contributing part of the campus community.

Sensors. The community representative has been labeled as a Community Sensor, sensitive to many dynamics within the incoming group. Consultee has also accepted the concept of using students as Campus Sensors to fulfill his need for information to maintain control (negative sensor function). Yet the concept of students as positive sensors for constructive interactions with the new group has also been introduced.

Consultant: Are there any other people in the community with some understanding about these students who might help you?

Consultee: Well the principal at the high school most of them go to is a good friend of mine, but I get the feeling he's not too well liked by them. I'm sure it's because he's an Anglo, since I know he's an excellent administrator.

Consultant: Are there any Chicano faculty or counselors at that school?

Consultee: Now that you mention it, there is a woman who seems to know her stuff and counsels them. I'd actually feel more comfortable talking to her, since she doesn't come on as strong as this representative I told you about.

Consultant: That's a good thought. She might even have some ideas on how to handle their freshman orientation to make their entry into the campus community as smooth as possible.

Consultee: I'll get on that right away.

Process: expansion of thinking about who are community sensors and their use in detecting and meeting the needs of a particular group.

Consultant: You mentioned that some of the Chicanos have problems with reading and language skills. How extensive is the problem within the group?

Consultee: I don't know, but I've been told by the registrar and dean of admissions that there are quite a few. Maybe I'll get together with both of them and hash some of this out. Be glad to have you sit in with us.

Consultant: I'd like to. Are there other people on campus who have advance information on them?

Consultee: I think the counseling center might have data from the high school counselor I mentioned.

Need detection: gradual distillation that shows that consultee has need for more information about the students in order to make provisions for them and to allay his own anxieties.

Consultee: I could bring together all the administrators on campus who have information and will be working with them. Some of them are also quite apprehensive. The housing director is quite worried about putting any of them in the new dorm. If they wreck it, we might lose contributions for our other ongoing needs.

Process: awareness of need for combined and collaborative working together by the staff to prepare for the new students. Detection that other staff have needs: 1) to lessen their own apprehensions, and 2) to obtain further knowledge about the students.

Consultee is also becoming aware of 1) the multiplicity of campus sensors relative to data and feeling in the campus community, 2) a sense that bringing these people together in a centralized way has potential for defining trends relative to the students' preparation for the college experience, 3) the possibility of improving the chances of being taken off the individual firing line of responsibility through sharing the issue as an all-campus problem.

Consultant: Possibly the people from the community could help to give a sense of what we might expect from the students in a strange housing situation. Also what needs they might have for housing that might be different than that of the other students. I know of one campus where the Chicano students really appreciated having their own wall in the dorm to write on and put up posters. It would be helpful to know this group's general needs, since you haven't gotten to the construction and painting of the inner walls in that dorm as yet.

Process: the consultant defines the lack of knowledge relative to student needs versus apprehension about student demands. Consultee needs to know if these new students perceive the world as different from that of the previous homogeneous group.

Consultee: Do you think it would be helpful if I meet with the housing director and the two community people to hash some of this out?

Consultant: I feel that would be very helpful. They would feel a meaningful part of the process and thus there would be no necessity for the demand situation that most people find distressing. You might even consider including Chicano student leaders. I think I read that one of them is the high school senior class vice-president. He must have the respect of many of the Chicano and Anglo students from that school.

Consultee: I didn't know that. I'm really looking forward to finding out more about them! I guess now I'm feeling I don't really know enough yet to come to any program decisions, but at least our getting everyone together on campus and reaching out to the community for help makes me feel better about the possibilities of dealing with this group. Maybe I'll even invite the editor of the school paper to one of these meetings, since he's been printing some pretty inflammatory letters about what changes we might expect with these new students.

Process: consultee can characterize information he has derived from the consultation as:

1. There is value in preparing for the students. Working with them--as opposed to control--is a possible goal.

2. The goal requires the collaborative effort of a) campus people who will be involved with the new students and/or who have helpful data to understand them (or who lack information and thus function negatively), b) community representatives, possibly including students, speaking for themselves, and c) campus and community sensors.

3. Knowledge about students' perceptions and functioning is a need and can be derived from various sources.

4. The information which the consultee plans to obtain can be used to derive real trends in the group rather than trends based on others' apprehension and anxiety.

5. Inherent in the encounters of the group of community and campus people is the process of evaluation of information derived from both sources. For example, IQ scores of the incoming class and their placement can be challenged and related to a differing need system and education approach.

The implementation of the process will be the calling together of people concerned.

--Noel Morrell

HELPING THE SYSTEM TO CHANGE

A counseling center director was notified by the vice-president for student affairs that a declining number of students were requesting university housing. He asked the director to investigate the situation. The first part of the investigation involved gathering information from all the students, those leaving as well as those remaining. The director found that students leaving were moving to private living, group living, or apartment cluster living arrangements. He further found that those students moving to group or cluster situations perceived the dorm situation as potentially offering what they wanted--available privacy in a group setting--but not delivering on the offer.

The investigation also disclosed several group living situations where the students were doing volunteer work together at a local mental retardation center. The information gathered also showed that many, including several faculty members, were interested in combining an academic venture with a living venture.

The director felt he had sensed some general trends about students leaving the dorms, but he did not yet have enough hard data. He met with the housing director to share information and to see if the housing director could isolate other trends. After discussion,

they agreed to begin an interview series with those students leaving the dorms. They also agreed to work with the resident advisors to learn about their feelings on residence hall life and to enlist their help in discovering the students' reactions to life in the dorms.

After several months of information-gathering, some general trends and situations were confirmed. A group of students and faculty was gathered by the counseling center director and the housing director to plan some courses of action. One of the situations encountered most often was the lack of interpersonal involvement among the students in the residences. Various approaches were tried in the different dorms. The group decided to gather more information about the needs of the students, so new approaches with more clearly established goals could be attempted.

Several of the older dorms, it was learned, lacked quiet study space for the residents. To remedy this environmental deficit required only a small policy change, which was made. However, later evaluation revealed that many of the students also needed help with study skills as well as a quiet study space.

A plan of action was also developed in response to the very vocal concern of the students for visitation in the residence halls. Since the regents were against visitation in residence halls, a committee was formed to gather information concerning the effects of the policy at other schools in an effort to educate the regents. Plans were made for an experimental period for visitation so the proposed change could be evaluated. Committees were formed and the same plan of action initiated with regard to co-ed living and combined academic/residence living experiences.

The counseling center director was able to identify for the vice-president various causes for the decline in students seeking dorm space and solicit his backing for study space in the residences as well as his help in launching the committee investigations for major policy changes. As a result of his efforts, the director was made aware of the need for a study skills program which he was able to set up for the students.

--John Everitt

Summary

As pressures for change build within the higher education system, campus administrators find themselves pressed into new roles. Their jobs are made still more complex by social, cultural, political, and economic demands. They need tools and skills which will enable them to facilitate programs and evaluate results in answer to constituents' needs.

The use of consultation, either as consultant or consultee, provides an array of tools and skills that can help administrators cope with complex social, cultural, economic, and political issues. Consultation in conjunction with the suggested institutional audit provides the means by which needs may be assessed, issues clarified, programs created, implemented, and evaluated. The process easily becomes a vehicle for continuous institutional renewal. Because there is communication and participation among campus members, consultative efforts sharpen awareness and sensitivity of the community to the complexity of the administrator's job. Support will be generated for needed adjustments and changes in system response; moreover, responsibility for the accomplishment of adjustments and changes will be broadened.

In time, use of the consultation process may evolve into a specific center on campus to provide consultative resources for institutional research and development based on campus needs. The task force suggests that if mental health services initiate the consultation design outlined in this report, they may well evolve models for such a center on campus.

In this event, the system will have taken important steps toward an office of personnel or a cadre of people that it can call upon to help it respond to its changing environment and student body. Meanwhile, the consultation process offers administrators and mental health professionals on campus a means by which to build responsiveness into the higher education system.

1532700000045300:

3.5M:0972:GD:JP:3H32

Improving Mental Health Services on Western Campuses

Advisory Committee

DR. JAMES G. ALLEN, Department of Human Development, University of Hawaii

DR. PAUL BLOLAND, Vice President Student Affairs, University of Southern California

DR. ALFREDO CASTANEDA, Chairman for Mexican-American Studies, University of California at Riverside

JOHN EVERITT, Student, University of Colorado

JEWELLE GIBBS, Staff Psychiatric Social Worker, Stanford University

DR. ERNEST W. HARTUNG, President, University of Idaho

ELIZABETH JOHNSON, Chairman, Academic Affairs Committee, State Board of Higher Education, State of Oregon

MARJORIE LYNCH, Regional Director, ACTION, Region 10, Seattle, Washington

JAMES MARQUARDT, M.D., Director, Student Health Center, University of Colorado

Western Interstate Commission for Higher Education

DR. ROBERT H. KROEPSCH, Executive Director

ROBERT L. STUBBLEFIELD, M.D., Associate Director, WICHE, and Director of Mental Health and Related Areas

DR. JAMES H. BANNING, Program Director, Improving Mental Health Services on Western Campuses

LU ANNE AULEPP, Staff Associate, Improving Mental Health Services on Western Campuses